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| **NB Standards Writing Rubric** | |  | **Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | |  |
| **June: Grade Six** | |  | **Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |  |  |
|  | **1-Very Weak** | **2-Weak** | **3-Appropriate** | **4 Appropriate+** | **5-Strong** |
| **Content** | ▪main idea broad and challenging to manage  ▪include few ideas/events, not always accurate information  ▪details not always relevant |  | ▪select a specific topic that establishes the purpose and audience  • include straightforward and predictable ideas/events  • support the ideas with relevant details |  | ▪introduces a specific topic with a main idea that establishes a clear purpose and definite audience  • include some original/thoughtful ideas  • develop ideas/information by including relevant details |
| **Organization/ Structure and Form** | ▪general purpose; difficulty choosing appropriate form  ▪ weak introduction  ▪ideas/events have some apparent order  ▪use common connecting words  ▪no demonstration of grouping of ideas/paragraphs  ▪weak conclusion |  | ▪select an appropriate form and establish the purpose in the introduction  • show evidence of logical sequencing  • show control of paragraph divisions  • provide an obvious conclusion |  | ▪establish a clear purpose and provide an effective introduction  • use a logical sequencing structure (e.g., chronological, cause and effect, compare and contrast)  • create smooth transitions between paragraphs  • provide a definite conclusion |
| **Word Choice** | ▪little interesting words or phrases  ▪no attempt of descriptive language or varied verb choice |  | ▪include precise/interesting words and/or technical language  • include descriptive words (adjectives, adverbs, strong verbs, strong nouns) |  | ▪use strong verbs and nouns (e.g., plunged instead of dove, and patriarch instead of father)  • use descriptive vocabulary/phrases to strengthen meaning |
| **Voice** | ▪show little awareness of audience  ▪demonstrates little interest in subject  ▪some glimpse of personal feelings or style |  | ▪ show awareness of audience  • demonstrate engagement with subject  • include glimpses of personal feeling, energy, and individuality |  | ▪ demonstrate a confident awareness of audience  • show a sincere engagement with subject  • include personal feeling, energy, and individuality |
| **Sentence Structure** | ▪ use simple sentences  ▪ no variety of length or beginning of sentences |  | ▪ include different kinds of sentences, with a variety of complex structures (occasional errors)  • include a variety of sentence lengths and beginnings to establish rhythm and create interest |  | ▪show confident use of different kinds of sentences and structures (minimal errors)  • create interesting rhythm through variety in lengths and beginnings |
| **Conventions** | ▪use some correct end punctuation in sentences  ▪attempt a few capital letters  ▪little attempt of commas, quotation marks  ▪spell some high-frequency words correctly  ▪little or no attempt at more complex words  ▪little attempt of simple grammar |  | ▪ use correct end punctuation and capitalization  • include internal punctuation (commas, quotation marks, and apostrophes) and paragraphing of dialogue with some  competence  • spell familiar and commonly used words correctly with close approximations for more complex words (may make a few homophone mistakes)  • follow correct tense, subject/verb agreement, and grammatically correct pronouns (e.g., *Give it to Tom and me*.) |  | ▪show control with a range of internal  punctuation (e.g., dashes, brackets, colons, hyphens, ellipses)  • punctuate most split dialogue correctly  • use common homophones correctly (e.g., you’re-your, there-their-they’re, hour-our)  • show overall control with grammatical structures and spelling |